Army Culture & Foreign Language Program

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Culture, Regional Expertise & Language (CREL)
Management Office (LRECMO)

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Agenda

- *CAC LREC Management Office (LRECMO)*
  (vision/mission/ key tasks)
- *Army CREL Strategy*
- *Career Development/PME (CREL GLOs)*
- *Way Ahead/CREL Assessment Visits*
- *BACKUP*
- *Attachments*

Culture, Regional Expertise and Language (CREL)

Culture, Regional Expertise and Language (CREL) Vision

CREL creates a sustainable advantage for regionally aligned forces in any combination of indigenous cultures by providing training and education tools that enhance Professional Military Education, Pre-Deployment and Functional Training. CREL is a critical strategic security concept to prepare globally responsive and regionally aligned forces that work with a variety of partners including host nation militaries and populations to execute our Prevent, Shape and Win strategic role.

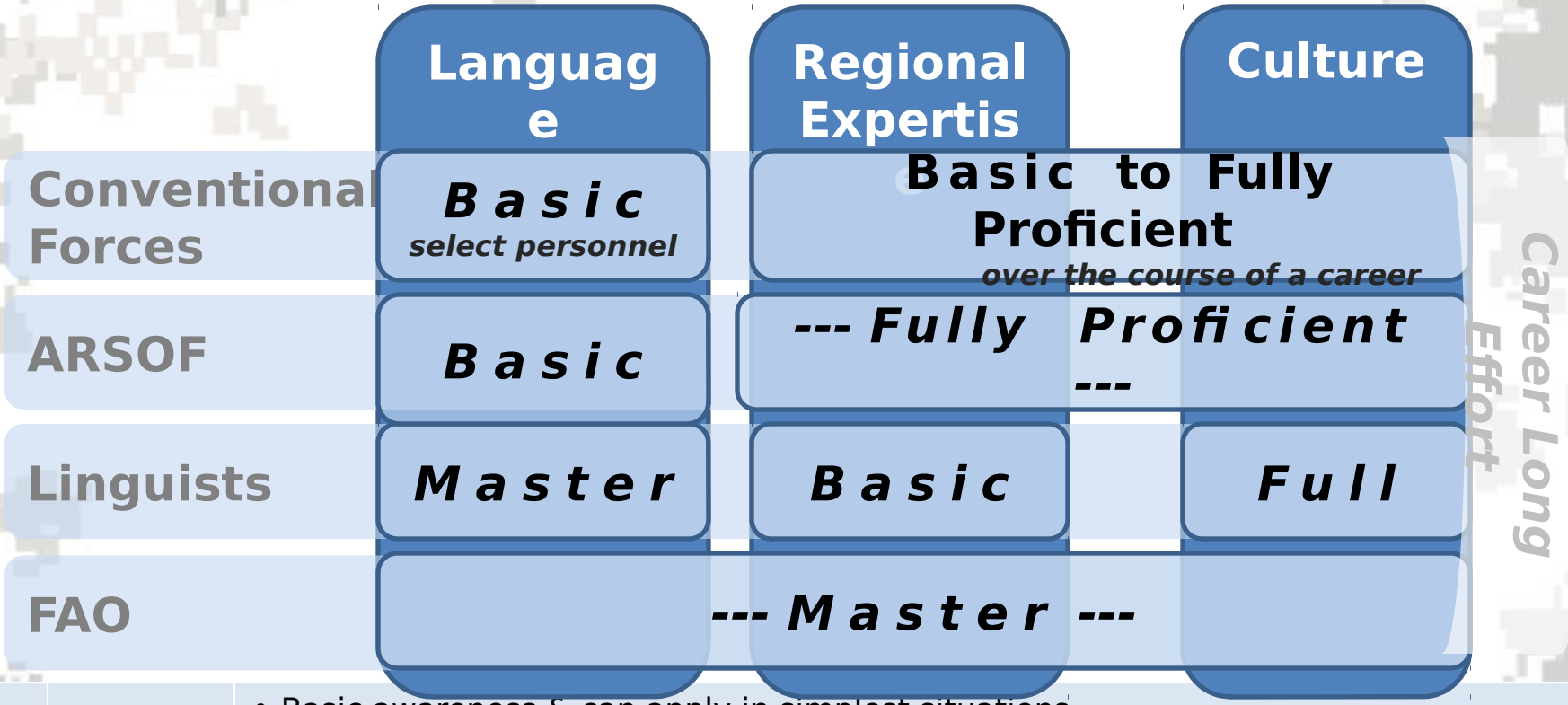
LRECMO Mission

In conjunction with its subordinate organizations provides daily management oversight in directing, synchronizing, integrating Army's Culture, Regional Expertise and Language (CREL) capabilities and requirements.

Key Tasks of Office:

- *Define TRADOC's internal governance requirements for integration and synchronization*
- *Represent TRADOC's interest to Army Forums*
- *Identify CREL requirements for APLDF decision*
- *Continue work with ALCC to finalize GLOs for PME/CREL*
- *Coordinate stakeholder input to new strategy (CREL)*
- *Coordinate and synchronize T&E support for CREL*
- *QA and validation of requirements*

Army CREL Strategy



Outcomes	***Basic***	• Basic awareness & can apply in simplest situations • Individuals still require close & extensive guidance • ILR Standard: 0+ / 0+ ILR Goal: 1 / 1
	Full	• Thorough understanding & can apply in routine & non-routine situations • Can work independently with minimal guidance & direction • ILR Standard: 1+ / 1+ ILR Goal: 2 / 2
	Master	• Extensive depth & breadth of expertise & can apply in highly complex & ambiguous situations across range of disciplines • Acknowledged authority, advisor, and key resource in the organization • ILR Standard: 2 / 2 / 1+ ILR Goal: 3 / 3 / 3 (Ref: CJCSI 3126.01A)

Cross-Cultural and Regional Competencies

- Army Learning Coordination Council establishes general learning outcomes across cohorts to ensure sequential and progressive learning
- Proponents develop standardized ***CORE*** lesson plans (a baseline of Cross Cultural Competency (3C)) and Region Specific Knowledge within the general purpose force
- Centers of Excellence/Schools develop specific CREL Branch/MOS learning objectives
- Monitor/assess through ALCC process the ACFLS/ACRELS education implementation governance- continuous

Lesson Plans

CoE Coverage

CAC-E Coverage

USAWC/USASMA

	Stage 1 (Recruit – End IMT)	Stage 2 End of IMT -7th Year	Stage 3 8th Year – 16th Year	Stage 4 17th Year and Beyond
Officer	BOLC	CCC	ILE	SSC
Warrant Officer	WOCS/WOBC	WOAC	WOILE	WOSSE
Enlisted	AIT	WLC	ALC	SLC	SMA
Civilia	TBD			

Character /Presence/Intellect (over the course of a career)

Basic to Fully Proficient (over the course of a career)

Career Development (CREL GLOs)

Stage 1 (Recruit – End IMT)	Stage 2 End of IMT -7th Year	Stage 3 8th Year – 16th Year	Stage 4 17th Year and Beyond
• **Inculcate** cultural self-awareness and appreciate the impact of culture on operations. (Presence) • **Recognize** the importance of cross-cultural competency. (Character) • **Describe** the relevance of fundamental cross-cultural skills. (Presence)	• **Implement** knowledge of joint force, interagency, & multinational capabilities/limitations, and legal considerations. (Intellect) • **Apply** cultural considerations when interpreting environment in planning and executing operations. (Character) • **Demonstrate** enhanced cross-cultural communication and conflict resolution skills. (Presence)	• **Apply** knowledge of joint force, interagency, & multinational, capabilities/limitations, and legal considerations in a specific operational environment. (Intellect) • **Distinguish** cross-cultural competency in planning and executing operations. (Character) • **Apply** enhanced cross-cultural communication and conflict resolution skills. (Presence)	•**Perform** strategic leadership in a multi-cultural, JIIM environment. (Presence) • **Evaluate** cross-cultural competency in synthesizing strategies, estimates, and campaign plans employing Unified Partners. (Intellect) • **Integrate** critical culture elements into all Unified Land Operations. (Intellect) • **Assess** the implications of a unit's actions and initiate cultural change to operate effectively within [illegible] environment. (Intellect)

Character /Presence/Intellect (over the course of a career)

Basic to Fully Proficient (over the course of a career)

Way Ahead / CREL Assessment Visits

What: Conducted CoEs/Schools Culture in PME assessment data collection visits

Purpose: To complete Culture in PME assessment to identify the required level of support to CoEs/Schools

Who: CAC QAO, CAC LREC Management Office (LRECMO).

Date	CoE
24 June 2015	Cyber CoE
25 June 2015	Maneuver CoE
26 June 2015	Aviation CoE and WOCC
29-30 June 2015	Maneuver Support CoE
1 July 2015	Fires CoE
TBD	Sustainment CoE
TBD	Intel CoE
TBD	USASMA
TBD	AMEDD C&S
TBD	*NCOA*

Questions

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BACK UP

Culture, Regional Expertise/Language Enterprise-Roles

Defense Language and National Security Education Office (DLNSEO). Advises the Deputy Assistant Secretary of Defense (Readiness) on policy and programs regarding LREC.
Provides strategic direction and programmatic oversight to the Military Departments, Defense

HQDA G3/5/7

- CREL Policies and Programs
- Lead author for base ACRELS Revision
- Lead for ALCE forum

FORSCOM

- Policy and Guidance
- ASRC (Requirements – Training Solutions – Scheduling)
- Regionally Aligned Force (RAF)
- Homestation Training (Learning Products)

TRADOC G3/5/7

- Provide Policy and Guidance
- DCG -Co-Chair ALCC GLOs

TRADOC G2

- TRADOC Intelligence Support Activity (TRISA)
- Army Foreign Language Program

CoEs

- Teach core curricula
- Develop Branch/MOS LOs
- Feedback to Proponent/LRECMO
- CoE QAO Assessment [ADDI**E**]

Culture, Regional Expertise/Language Management Office (LRECMO)

- Coordinate, integrate, synchronize TRADOC's support (**D**O**T**M**L**PF) to Army CREL Strategy/Implementation Plan
- Coordinate/synchronize Training and Education support for CREL
- ALCC SCP3 Chair (Culture and JIIM) /APLDF Lead Agent
- TRADOC RAF/7th WFF /CREL Staff le

DLI FLC

Defense Language Institute Foreign Language Center

Teaches:

- 23 languages at Monterey
- 65 languages at other locations

TCC

TRADOC Culture Center

Develops and Trains:

- Regional Expertise and Culture training to deploying units
- Regional Expertise and Culture material for inclusion in PME

Others

- **University of Foreign Military and Culture Studies** (**UFMCS**) - one week program that provides tools for approaching plans and operations through a culturally attuned perspective.
- **J7** – VCATs (virtual cultural awareness trainers)
- **Foreign Military Studies Office (FMSO)** - Research on unconsidered and understudied topics, regions, issues from the foreign perspective
- **Center for Army Lessons Learned (CALL)** -facilitates rapid adaptation initiatives and conduct focused knowledge sharing and transfer that informs the Army
- **Asymetric Warfare Group (AWG)**- provides operational advisory and Solution Development support globally to the Army and Joint Commanders to enable the defeat of current and emerging threats.

AMERICA'S ARMY
OUR PROFESSION – STAND STRONG

TRADOC Culture Training and Education

Reserve Officers Training Corps

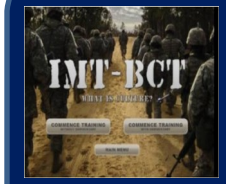
- Developed curricula , trained cadets, and mentored them while accompanying cadets to 6 countries for the CULP.
- Updated curricula for Warrior Forge 2013

Warrant Officer Career College

- 8 hour Cross-Cultural Negotiations TSP approved for use in the Warrant Officer Senior Service Education course

Basic Officer Leader Course

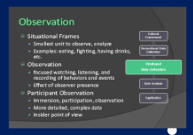
- Culture Through History IMI product approved for all BOLC-B courses
- 5 hour Cross-Cultural Competency TSP developed and approved for use by each CoE



Basic Combat Training

IMT-BCT IMI product approved for all Basic Combat Training courses

Cultural Awareness/Cultural Understanding TSPs



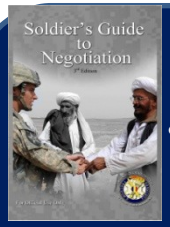
- Cultural awareness and cultural understanding TSPs developed and approved by CAC (Mar 12)
- Distributed to each CoE to use in WLC, ALC, SLC, and other relevant courses.
- Each CoE was given guidance to modify and

Captains Career Course

- 15 hour Across Cultures block integrated into OC4 common core since 2009
- Currently assisting SALT in development of DL products for RC-CCC and OSD.

Command General Staff Officer College

- **CGSOC JPME 1 Common Core -** 53 hours of education supporting and expanding concepts related to cultural considerations for military plans and operations.
- **GSOC Advanced Operations Course** applies cultural analysis in 108 hours of practical exercise in the planning and execution of military operations (JOPP and MDMP).
- Resident **CGSOC** students have multiple language education opportunities.
- **4 regional studies programs** offer 24 hour



Cross-Cultural Negotiation

- Negotiations TSPs and training products developed in conjunction with the Air Force Negotiation Center of Excellence
- Negotiation guide provided to ILE, CCC, and WOCC; integrated into TCC TTT program for CoEs.

Update

Expected Outcome: A comprehensive and balanced strategy that reflects best practices and is informed by emerging requirements for Foreign Language Proficiency, Regional Expertise & Cultural Capability that supports Army 2020 force structure / mission and "Future Force ARFORGEN

Self-Assessment
- Current military experiences
- Follow-on assignment
- Educational background
- Learning style

Assessment
Self-awareness

Learning
- Situational Training
- Dilemma Exercises
- Key Leader Engagements
- ETC

ALARES expectations: Emphasis on cultural awareness and understanding; less on language proficiency

Experience
Translate trained skills into actions

Training
"What to do"

Education
"How to think"

Skills Development
- Embedded in Army / functional tasks
- Doctrinal understanding
- Elemental language proficiency (Level 0+ / 1)

Situational Application
- Analytical understanding of environment
- Critical thinking / problem-solving
- Cultural / geo-political / JIIM awareness

Measure of Success

CJCSI 3126.01A Proficiency Levels corresponding with ACFLS targeted proficiency levels/ALDS Leader Attributes

Measure of Effectiveness

- ***Character.*** **Demonstrate interaction and cross-cultural communications skills in order to effectively engage and understand people and their environment.**
- ***Presence.*** **Demonstrate communication, influence and negotiation skills essential for leaders to effectively operate in a JIIM environment.**
- ***Intellect.*** **Demonstrate a familiarization in a geographic region of current operational significance. In order to achieve this outcome an individual must leverage critical thinking and cognitive skills through organizing information that supports cultural self-awareness**

Measure of Performance

Basic proficiency

1) Demonstrates a basic awareness of concepts and processes

2) Applies the competency in the simplest situations

3) Individuals operating at this level of proficiency require close and extensive guidance

Fully proficient

4) Demonstrates thorough understanding of core concepts and processes

5) Applies the competency in routine and non-routine situations

6) Individuals operating at this level of proficiency work independently with minimal guidance and direction

Master

7) Demonstrates extensive depth and breadth of expertise in advanced concepts and processes

8) Applies the competency in highly complex and ambiguous situations within and across disciplines

9) Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, & key resource across the agency

Army Leader Development Strategy

	LT	CPT	MAJ	LTC	COL
Training	• Competent in extending influence across cultural boundaries • Uses rudimentary foreign language skills • Achieved through Rosetta Stone online training	• Competent in cross-cultural influence • Elementary language proficiency; able to satisfy minimum operational requirements • Achieved through self development and home station	• Competent coordinator and collaborator across JIIM organizations • Elementary language proficiency; can initiate and maintain conversation • Achieved through self development and home station	• Competent in coordinating across JIIM entities at the national strategic level • Elementary language proficiency; can initiate and maintain conversation • Achieved through self development and home station	• Competent in coordinating across JIIM entities at the geo-political level • Elementary language proficiency; can initiate and maintain conversation • Achieved through self development and home station
Education	• Understands influence of culture and the fundamentals of mission command and what is expected of individual initiative	• Develop a "culture of engagement" • Achieved through additional academic support • Advanced culture, language & information skills • Achieved through additional academic support , self development, and home station	• Displays judgment and agility in planning tactical operations in JIIM context • Achieved through combination of military experience and professional military education	• Judgment and innovation in application of design principles to operational art in JIIM context • Develops and maintains insight regarding geo-political environment • Achieved through additional education	• Judgment and innovation in application of design principles to military art at the strategic and geopolitical levels in a JIIM context
Experience	• Confident in JIIM capabilities in small unit operations • Achieved through multiple tours and additional training	• Confident of JIIM capabilities at the operational level • Understands how to apply JIIM capabilities	• Demonstrates mastery of FSO and ability to leverage JIIM capabilities to achieve operational objectives	• Confident operating in a JIIM environment	• Applies culture, language, and information thru actions, words and pictures
Desired End-state		• Confident in cultural and foreign language skills • Achieved	• Confident of cultural, language and information skills • Achieved	• Expert at applying culture, language and information • Achieved	• Applies culture, language, and information through interpersonal skills and being culturally astute within other

CREL Expectations

	WO/CW2	CW3	CW4	CW5	
Training	• Cultural and Language awareness attained on basic level • Achieved through institutional, self development and home station training	• Technical/tactical systems competence in FSO in JIIM environment • Cultural understanding attained • Achieved through additional training • Basic language awareness • Achieved through additional self development	• Rapidly determine innovative, adaptive solutions to address complex, ambiguous problem in a JIIM environment	• Understands JIIM complexity across cultures and uncertain coalitions	
Education	• Enhanced awareness of Cultural, Language, and Information effects on indigenous populations • Develops creative and critical thinking skills to solve complex problems	• Comprehend systems integration & management role in JIIM environment • Develop knowledge of culture, language, and information • Achieved through institution, self development and home station	• Tactical/Operational art understanding in JIIM environment • Culture, language, and information • Achieved through institution, self development and home station • Attendance at foreign and sister service school exchange program	• Complex international, multi-cultural ethical dilemmas • Achieved through self development and home station • Culture, language, and information skills development • Achieved through self development	
Experience	• Actual and Virtual experience • Achieved	• Continued Actual and Virtual experience	• Interagency exchange • International	• Master systems integrator, manager, & advisor at BCT in JIIM operational	

CREL Expectations

	CPL/SGT	SSG	SFC	MSG/1SG	SGM/CSM
Training	• Achieved through common core training to obtain TRADOC required Cultural Awareness level	• Know how to integrate available JIIM capabilities into mission	• Common core training with continuing self development, encouraging additional CA and FL training		
Education	• Understand the importance of culture and language and their impact on tactical operations	• Agile enough to move effectively through other cultures • Achieved through institution, self development, and home station	Continue common core training and self development, with academic support, encouraging additional CA and FL training		
Experience	• Actual and Virtual experience • Achieved through deployments, role play scenarios, simulations, virtual reality…	• Able to employ JIIM capabilities in support of tactical mission	• Continued actual and virtual experience • Achieved through deployments, role play scenarios, simulations, virtual reality…		• Coordinate and synchronize combined arms ops with allied and coalition forces

Example of Captains Career Course (CCC)

Learning Objectives 1 (Character)

- Assess cultural perspectives and values different from one's own; compare differences and sensitivities in order to modify one's behavior, practices and language, and operate in a multi-cultural environment
  - Cross-cultural skills building
  - Cultural influence and military operations
  - ISD briefs "Know Your World"
- Apply cross-cultural communication skills
  - Army 360 Cultural Trainer

Learning Objectives 2 (Presence)

- Develop communication skills that enable effective cross-cultural persuasion, negotiation, conflict resolution or influence
  - Local University media training
  - Cross-cultural negotiations
- Apply communications skills during cross-cultural negotiations
  - Role-play exercises
  - Key Leader Engagement exercise
- Develop confidence in learning and applying language skills
  - Introduction to a language through

- Prescriptive [P]
- Reinforced / Integrated [R/I]
- Professional Development [PD] – optional

Learning Objective 3 (Intellect)

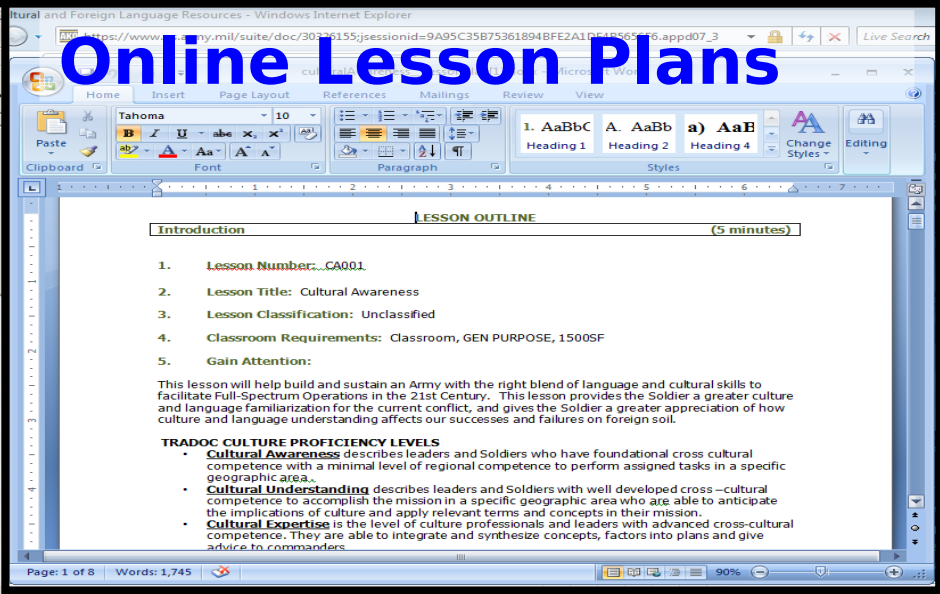
- Apply culturally relevant terms, factors, concepts and regional information in the development of mission plans and orders
  - Insurgency overview and theory
  - Pattern and social network analysis and PE
  - COIN IPB and planning
- Assess and describe the effect that culture has on military operations specific to countries or regions of operational significance to the US
  - SWOT analysis country brief
  - Writing requirement: Analytical paper
  - Analytical paper presentation / discussion
  - CoE CFLP Lecture Series
  - Professional reading program

Resource Examples

Websites

FIRES CENTER OF EXCELLENCE
CULTURAL AND FOREIGN LANGUAGE RESOURCES
FKN
RFI
"One learns - everyone Knows."
Announcing the CFLP Orientation Program
FCOE Culture and Foreign Language Program Strategy

Online Lesson Plans


LESSON OUTLINE
Introduction (5 minutes)
1. Lesson Number: CA001
2. Lesson Title: Cultural Awareness
3. Lesson Classification: Unclassified
4. Classroom Requirements: Classroom, GEN PURPOSE, 1500SF
5. Gain Attention:
This lesson will help build and sustain an Army with the right blend of language and cultural skills to facilitate Full-Spectrum Operations in the 21st Century. This lesson provides the Soldier a greater culture and language familiarization for the current conflict, and gives the Soldier a greater appreciation of how culture and language understanding affects our successes and failures on foreign soil.
TRADOC CULTURE PROFICIENCY LEVELS
Cultural Awareness describes leaders and Soldiers who have foundational cross cultural competence with a minimal level of regional competence to perform assigned tasks in a specific geographic area.
Cultural Understanding describes leaders and Soldiers with well developed cross –cultural competence to accomplish the mission in a specific geographic area who are able to anticipate the implications of culture and apply relevant terms and concepts in their mission.
Cultural Expertise is the level of culture professionals and leaders with advanced cross-cultural competence. They are able to integrate and synthesize concepts, factors into plans and give advice to commanders

Resource Centers

Training Packages

Way Ahead

Governance Refinement

Feb2016- Brief at the next APLDF/CDOT/ALCC Approval from CG CAC/TRADOC Commander the way ahead

August 2014-Identified FRAGO key tasks to CAC CFL Implementation OPORD /CFL Implementation Guidance

August 2014-Established LRECMO CREL WG

August – Briefed CREL implementation at the Training Integration Forum (TIF)

September 2014-Supported OSD/DLNSEO/KU sponsored Language Training Center at CGSC/Conducting an assessment to expand its capabilities

Conducted ALCC GLOs gap analysis based on CJSI 3126.01A LREC Competencies

September-November 2014-Assigning CREL POCs at CoEs/Schools and assessment of Culture in PME across TRADOC

November 2014-CAC LRECMO staffed CREL Strategy across TRADOC for HQDA

Jun–July 2015-Visit to CoEs/Schools to assess ACFLS/ALRECS implementation

Partnership with universities/DOD conferences/seminars/forums in support of CREL mission-ongoing

Established/ continue developing a comprehensive website linked to ATN as a single entry point for CREL capabilities-

Developing QAO standard to evaluate CoE compliance with ALCC approved GLOs- ongoing

Coordinating TRADOC CREL stakeholder support for ACRELS campaign plan-ongoing

Monitor/assess through ALCC process as the ACFLS /ALRECS education implementation governance-continuous

Continue coordinating and synchronizing T&E support for CREL/RAF /7th WFF/CNA-ongoing

Per CAC CG guidance-ACFLS/ALRECS Implementation-continues

= Coordination

= Decision

= Major Action

Working

Complete